QUESTION-ANSWER RELATIONSHIP (QAR) STRATEGY FOR TEACHING READING COMPREHENSION

(Quasi Experimental Research to the Eighth Grade Students of SMPN 1 Ngebel in Academic Year 2017/2018)

THESIS

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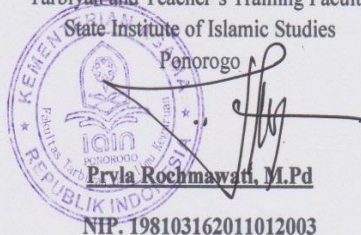
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ABSTRACT

MARSINI. 2018. *Question Answer Relationship (QAR) Strategy for Teaching Reading Comprehension (Quasi-Experimental Research to the Eighth Grade Students of SMPN 1 Ngebel in Academic Year 2017/2018).* Thesis, English Education Department, Education and Teacher Training Faculty. The State Institute of Islamic Studies (IAIN) Ponorogo, Advisor: Dr. Ahmadi M. Ag.

Key Words   : QAR Strategy, Teaching Reading Comprehension

Teaching reading is transfering knowledge or information to the learners. The teachers should apply the strategy or methods so that the purpose of reading is reached. One of those strategies is QAR strategy. This strategy is relationship the question and answer with comprehend the text.

The statement of problem of this research as follow: Do the students who are taught by QAR strategy have a better score than those who are not taught by QAR strategy? The objective of this research is to find out whether the students taught by QAR strategy have better score in reading comprehension than the students who are not taught by QAR strategy to the eighth grade students of SMPN 1 Ngebel in academic year 2017/2018.

This research applied Quantitative approach and used quasi-experimental design. It is use two classes which are taught two different strategies. The experimental class was taught by QAR strategy and control class was taught by lecturing strategy. The population was the eighth grade students of SMPN 1 Ngebel consist of 148 students. The sample is 41 students (20 experimental classes, 21 control class). The data collection was gathered through test. Moreover, this research was conducted by following procedure: pre-test, applying the treatment, and giving post-test. After getting the score from the test, it was analyzed and processed by using statistic data calculation of T-test formula by using SPSS 16.

The result showed that the experimental class has higher mean score in the post-test than control class. The mean score of post-test in experimental class was 80.25, while the control class was 68.95. Besides, the result of T-test calculation showed that the value of t_{test} is higher than the value of t_{table}. The value of t_{test} was 5.616 while the value of t_{table} with db=39 was 2.023. Based on those result, it can be conclude that Ha is accepted and Ho rejected.

Based on those explanation above, it can be said that there is significant different on student's reading comprehension taught by QAR strategy. In other word, QAR strategy is effective in teaching reading comprehension to the eighth grade students of SMPN 1 Ngebel in academic year 2017/2018.

CHAPTER I

INTRODUCTION

A. Background of The Study

Reading is one of receptive skills in English learning language. Reading must be mastered in by the students besides the other language skill such as listening, writing, and speaking. Teaching and learning are kinds of activities can be complex and need to be noticed. Teaching can be said as a work art activity because teaching needs good preparation. The importance of teaching reading for the teacher is not similar to the importance of reading activity in the classroom.

Related to English language teaching, teaching reading not only head for the students understand the meaning of the words or recognizes new vocabularies of English but comprehend the content of written information or message implicitly and explicitly as well. It suggests that the reader requires good comprehension to obtain message or information from the materials. So, students must equip their ability with reading skill include mentioning the main idea, getting explicit massage, interpreting implicit meaning, making prediction and also recognizing communicative function.

According to Judy Willis, reading comes easily to some children, but most struggle with some part of the complex process that begins with phonemes and continues to comprehension of complex text. [1] Without the ability to connect each new word, sentence and prior knowledge, student cannot build a comprehensive understanding of the words they read.

Indonesia as a developing country has low interesting in reading. The United Nations Educational, Scientific and Cultural Organization (UNESCO) notes that the reading interest index in Indonesia has only reached 0.001. That means, in every 1,000 people there is only one person who has interest in reading. While the data from Most Littered Nation In the World by Central Connecticut State University in March 2016, Indonesia has in position 60 from 61 countries. That means, Indonesia has position under Thailand (59) and on Bostwana (61). [2]

While the data from BPS (Badan Pusat Statistik), in east java also has low interesting in reading. There are 23% the people who have interest in reading and 85 % the people who has like watch television. [3] . That means, people like watching television more than read something to get information.

According to H. Douglas Brown, teaching is implied in the first definition of learning. May be defined as showing or helping someone to learn how to do

[1] Judy Willis, *Teaching the Brain to Read : Strategies for Improving fluency, vocabulary, and Comprehension,* (USA: Association for Supervision and Curriculum Development (ASCD),2008),1.

[2] https://googleweblight.com/?lite_url=https://m.kaskus.co.id/thread/586b09af54c07a306e8b4567/unesco—minat-baca-indonesia-Cuma-0001-persen-ini-sebabnya/&ei=w0dwvgu4&ic=id- accessed on 20 February 2018

[3] https://news.okezone.com/read/2013/10/10/519.879733/minat-baca-masyarakat-jatim-masih-di-bawah-50-persen accessed on 20 February 2018

something, giving instructions guiding in the study of something, providing with knowledge, causing to know or understanding.[4]

Duffy and Roehler stated that cognitive strategies are plans that readers use flexibly and adaptively depending on the situation. In other, Weinstein & Mayer stated behaviors could include note taking, constructing a graphic organizer, previewing the text, looking back to check on an answer, writing a summary, retelling a story, or thinking aloud. They are also said thoughts might include processes like activating prior knowledge, monitoring comprehension, or inferring meaning.[5]

The readers must follow this strategic reading to gain meaning. There are three process in strategic reading, first is before reading (they are four process: determine process, preview and predict, activate prior knowledge, and ask questions), second is during reading (there are many processes such as self questions, infer, develop sensory images include visual and auditory, and last monitor and adjust comprehension include reread, lookup, look back of forward, change speed), and last process is after reading. After reading hopefully readers can paraphrase, retell, summarize, synthesize, evaluate ideas, and generate questions to test memory.[6]

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[4] H. Douglas Brown. *Language Assessment Principles and Classroom practices.* (California: Longman,2003),7.

[5] Elaine K. McEwan, *Raising Reading Achievement in Middle and High Schools*, (California: Corwin Press, Inc, 2001), 44.

[6] ibid, 44.

Based on Snoww, Burns, & Griffin, comprehension skills that must be taught and practiced include assessing and connecting with students background knowledge, pre-teaching of new vocabulary, clarification of key concepts, linking to prior knowledge and personal relevance, instruction in strategies, teacher-guided and student-centered discussions about the content, previewing, predicting, summarizing, selecting main ideas, self-monitoring, and teacher feedback for understanding.[7]

To be successful at reading comprehension, students need to actively process what they read. That processing skill that students have automatic reading skills and fluency, necessary vocabulary, and text-appropriate background knowledge. Successful comprehension is augmented when students practice with strategies for monitoring their understanding, increasing their intrinsic in the text, and creating goals and purpose for their reading.[8]

Based on the researcher's observation in real teaching, it know that students are still tend to be less focus on English lesson especially in reading skill. When the teacher gives some of hand out materials, the students are still not focus to read. They read the text without understanding the meaning and they have lack vocabularies. Many students can read the passage but they are unable to answers the questions. More of these, the students are noise in the class. They didn't to focus the material that served by the teacher. That cause the reading

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[7] Judy Willis, *Teaching the Brain to Read: Strategies for improving fluency, vocabulary and comprehension*,128.
[8] ibid, 127-128

comprehension of the students is still troubling. According to the teacher's explanation of SMPN 1 Ngebel, he said that to teach reading, he used teacher centered. The teacher just read in the text without any special strategies to make the students more understanding the meaning in the text. The teacher read one by one and then the students will follow him. As result, they can't get any information from the text and will be influence in teaching. They are loss motivation and feel boring in teaching reading. From this case is needed a creative efforts to change technique of English teacher to make students easily to comprehend the text. [9]

There are some ways that can be used in reading learning process. To build the students motivation in learning reading especially in junior high school, some techniques, approach, methods and strategies can be used for teaching in reading comprehension. But, usually teacher can not mastered the strategies so the students feel boring and their motivation to comprehend is low.

In this research, the researcher will use the strategy that can make the students interest in reading it's called Question Answer Relationship (QAR). QAR strategy is one of strategy to increase the ability reading comprehension. This strategy developed by Raphael in 1986. The strategy is aimed at improving students' reading comprehension skill. According to Maccecca, Question Answer

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[9] Based on interview and observations Documentation of the eight grade students of SMPN 1 Ngebel in academic 2017/2018.

Relationship (QAR) is a multiple strategy approach that gives students and teacher a common language about prior knowledge and question strategies.[10]

The purpose of QAR strategy is to increase the students awareness of necessary information to answer reading comprehension questions can be found. The QAR strategy helps students building schema on how to answer reading comprehension questions by providing an organizational framework that helps visualize whether the answers can be found in the text or in their head.[11]

Based on the explanation above, it is important to conduct a research to increase students' reading comprehension ability through question-answer relationship (QAR). The researcher decides to conduct a research that "Question Answer Relationship (QAR) Strategy For Teaching Reading Comprehension "

B. Limitation of The Study

From observation and identity problem in the SMPN 1 Ngebel the researcher assumes that the teachers need a strategy which can make them feel enjoy and make the students explore the main about the topic or lesson. The researcher believes that using Question-Answer Relationship is good strategy for teaching reading comprehension.

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[10] Stephanie Maccecca. *Reading Strategies For Science* (America: Shell Education, 2007), 202
[11] Lilla Roosantie, *The Effect of Question s-Answer Relationship on The Reading Comprehension Score of the First Grades Of SMK,* accessed 29th of November 2017, 11P.M

C. Statement of The Problem

1. Do the students taught by Question Answer Relationship strategy have a better score than those who are not taught by Questions Answer Relationship?

D. Objective Of The Research

1. The students have a better score who are taught by Question Answer Relationship strategy than those who are not taught by Question Answer Relationship strategy.

E. Significance of The Research

Bassicaly, all the study activities should be having clear significance at the end of study, the writer hopes that this research will give a great benefit as follow:

1. Theoritically

   It is expected that the result of the study can give contribution to support the theory on teaching English, especially for reading skill. Besides that, the theoritical significance of this research is to explore the definition of Question Answer Relationship (QAR) strategy, learning process and the effectiveness of QAR strategy.

2. Practically

   a. Teacher

   It is expected that QAR strategy can be one of varieties strategy in teaching reading and give contribution for the teacher, especially to the english teacher, by using QAR strategy researcher expected can improve student reading skill. The teacher can apply this strategy to create reading class have fun, and students easily to comprehend the text.

   b. The students

   It is expected that the student can find more interesting activity in reading. So, the student will be more enjoyable and have fun to easier comprehend the content of text.

   c. The researcher

   It is expected that the result will give some knowledge and experience for the researcher in teaching learning process, especially in teaching reading using QAR strategy.

   d. Other researchers

   It is expected that the research of this study can help the other researchers to be references for their research. Especially who conduct the research with same subject.

F. Organization of The Thesis

As description of the researcher ideas design that is poured in this action research, the researcher organizes of it that is divided into five parts and every parts consist of sub that are connected and an entire unity. In order be able to more understand of observations as follows:

Chapter 1 introduction, in this chapter the writer tells about problems that comprise background of the study, limitation of the study, statements of the problems, significant of the study, and organization of the thesis.

Chapter II review of related literature, in this chapter the writer tells about review of previous study, theoretical background, theoretical framework, and hypothesis.

Chapter III research method, in this chapter the writer tells about the object of the research, population and sample, instrument data collection, technique of data collection, and technique of data analysis.

Chapter IV finding and discussion, in this chapter the researcher provides the research location, data description, data analysis, and discussion.

Chapter V closing, the last chapter the researcher provides the conclusion and recommendation.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Study

To know the role of Questions Answer Relationship strategy for teaching student reading comprehension there are some previous studies which can become the guidance.

The first is thesis by Citra Mustika Zulya in 2017. The title is "Improving Students' Reading Comprehension Through Question Answer Relationship (QAR) Strategy at the First Grade Of MTsN 2 Lampung Selatan." The objective of research is to find out whether there is significant difference of students' reading comprehension at the first grade of MTsN 2 Lampung Selatan before and after the implementation of Question Answer Relationship (QAR) strategy. This research was quantitative research. The research method through probability sampling technique and reading test was used as the instrument to collect data. The result of the research shows that there is a significant difference of students' reading comprehension after the implementation of QAR strategy. It can seen from the students' mean score of

the pre-test and post-test which improve from 54.36 to 67.81 in which the gain is 13.45 points.[12]

The similarities of this research with her research are: the use of QAR Strategy as the research object and use quantitative approach. The differences of these research is Citra conduct in MTs to the first grade while this research in Junior high school to the eighth grade.

Second, the previous study is written by Mashur in 2015. The title is "The Effect of Question Answer Relationship (QAR) strategy and achievement motivation toward students' Reading Ability at the second semester student of Gunung Rinjani University is East Lombok in Academic year 2013/2014." The objective from the journal is was investigating the effect of QAR technique and achievement motivation toward students' reading ability in the second semester students of Gunung Rinjani University in east Lombok. The research was an experimental study, it examined a sample of two classes with random sampling technique was used to take the sample. The data were collected through a reading test and questionnaire of achievement motivation and analyzed by using two way ANOVA analysis and Tuckey test. The finding as follows: (1) QAR method is more effective than conventional technique in teaching reading; (2)there is interaction effect of teaching technique and achievement motivation toward students' reading

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[12] Citra Mustika Zulya, *"Improving Students' Reading Comprehension Through Question Answer Relationship (QAR) Strategy at the First Grade Of MTsN 2 Lampung Selatan,"* (Thesis, Universitas Lampung, Lampung, 2017), 2

ability; (3) there is significant difference of reading ability between high achievement motivation students' who were taught using QAR technique and high achievement motivation student who were taught using conventional technique; (4) there is no significant difference of reading ability between low achievement motivation student who were taught conventional technique and low achievement motivation students who were taught using QAR technique.[13]

The similarities of this research are both using QAR strategy but these researches have differences in Mashur's research compare QAR strategy with motivation achievement while this research only focus to know the significant different score who are students taught by QAR strategy and who are taught by QAR strategy.

Considering all of the studies, the researcher realize that a successful in teaching reading depend on the professional teacher and technique used. In this thesis, researcher using a quantitative as a research design and quasi experimental research used nonequivalent (Pre Test and Post Test) experimental group and control group design. The researcher used t-test as analyze the data and the researcher wants to know the students score in reading comprehension.

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[13] Mashur, *"The Effect of Question Answer Relationship (QAR) strategy and achievement motivation toward students' Reading Ability at the second semester student of Gunung Rinjani University is East Lombok in Academic year 2013/2014", GaneC Swara,* 1(Maret, 2015),

B. Theoretical Background

1. Reading

a. Definition of Reading

Reading is the activity which very important and crucial. The activities reading can found in the books, internet, journals, magazines and newspapers. There are many definition of reading based on the expert. David Nunan defines Reading is fluent process of readers combining information from a text and their own background knowladge to build meaning.[14]

According J. Charles Alderson, reading is the interaction between a reader and the text. During that process, presumably, many things are happening, not only is the reader looking at the print, deciphering in some sense the marks on page, deciding what they mean and how they relate to each other. The reader is presumably also thinking about what he is reading, what is means to him, how it relates to other things he has read, to things he knows, to what he expects to come next in the text.[15]

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[14] David Nunan, *Practical English Language Teaching*, (America: contemporary,2003), 68
[15] J. Charles Alderson, *Assessing Reading,* (UK: Cambridge University Press, 2000),3.

Meanwhile, Unquhurt and Weir define reading is process of receiving and interpreting information encoded in language form via the medium of print.[16]

From the explanation above, it can be inferred that reading is interaction between text   and reader also process combining information from the text and their background knowledge.

b. **Genre of Reading**

There are some genres of reading, such as;

1. Academic reading

Academic reading containing with: general interest article (in magazine, newspaper, etc), technical reports, professional journal articles, reference material (dictionaries), textbooks, theses, essays, papers, test directions, editorials and opinion writing.

2. Job-related reading

Job-related reading containing with: message, letters/ emails, memos, reports (job evaluations, project reports), schedules, labels, signs, announcements, forms, applications, questionnaires.

3. Personal reading

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[16] William Grabe, *Reading in a Second Language; Moving from Theory to Practice,* (Cambridge University Press, 2009) 14

Personal reading containing with: newspapers, magazines, letters, emails, greeting cards, invitations, message, note, list schedule (train, bus, plane, etc), recipes, menus, maps, calendars, advertisements, novels, short stories, jokes, dramas, poetry, financial documents, forms, questionnaires, medical reports, immigrations documents, comics strip, cartoons. [17]

c. **Types of Reading**

According to H. Douglas Brown there are 4 types of reading. They are perceptive, selective, interactive, and extensive.[18] The explanation about it is as follow:

1. Perceptive

    Perceptive reading task involve attending to components of larger stretches of discourse: letters, words, punctuation, and other graphemic symbols. Bottom-up processing is implied.

2. Selective

    This category is largely an artifact of assessment formats. In order to ascertain one's reading recognition of lexical, grammatical, or discourse features of language within a very short stretch of language, certain typical tasks are used: picture-cued task,

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[17] H. Douglas Brown, *Language Assessment: Principles and Classroom Practices.* (Longman, Pearson Education. 2001), 186-187

[18] *Ibid,* 189.

matching, true/false, multiple-choice, etc. stimuli include sentences, brief paragraphs, and simple charts and graphs. A combination of bottom-up and top-down processing may be used.

3. Interactive

 Included among interactive reading types are stretches of language of several paragraphs to one page or more in which the reader must in a psycholinguistic sense, interact with the text. That is, reading is a process of negotiating meaning, the reader brings to the text a set of schemata for understanding it, and intake is the product of that interaction. Typical genres that lend themselves to interactive reading are anecdotes, memos, announcement, directions, recipes, and the like. The focus of an interactive task interactive task is to identify relevant (lexical, symbolic, grammatical, and discourse) within texts of moderately short length with the objective of retaining the information that is processed. Top-down processing is typical of such tasks, although some instances of bottom-up performances may be necessary.

4. Extensive

 Extensive reading as discussed in this book, applies to texts of more than a page, up to and including professional articles, essays, technical reports, shorts stories, and books. The purposes of

assessment usually are to tap into a learner's global understanding of a text, as opposed to asking take-takers to "zoom in" on small details. Top-down processing is assumed for most extensive tasks.

d. The Purpose of Reading

There are some purpose in reading. Jeremy Harmer states reading is essential either for students' careers, for study purpose or simply for pleasure. Reading is also useful as part of process of language acquisition. It provides the students with opportunities to study language, vocabulary, grammar, punctuation, and the way they construct sentences, paragraph, and text.[19]

According to Jeremy Harmer, There are five elements in purposes reading;

1. To identify the topic

   Good readers are able to receive the topic of a written text very quickly. By the supporting of their prior knowledge, they can get idea. This ability allows them to process the text more efficiently.

2. To predict and guess

   Readers sometime guess in order to try to understand what written text is talked about. Sometimes they look forward, try to predict

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[19] Jeremy Harmer, *How To Teach Language,* (England, Pearson Education Limited, 1998), 68.

what is coming and sometimes make assumptions or guess the context from the initial glance.

3. Reading for detail information

    It means that some readers read to understand everything they are reading in detail this is usually case with written instruction or description procedure.

4. Reading for specific information

    Sometimes readers want specific details to get much information. They only concentrate when the particular item that they are interested came up they will ignore the other information of a text until it comes to the specific item that they are looking for. We can call this activity is scanning process.

5. Reading for general understanding

    Goods readers are able to take in a stream of discourse and understand the gist of text, without worrying too much about the detail. It means that they do not often look for every word, analyzing everything on the text. We can called this activity is skimming process.[20]

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[20] Jeremy Harmer, *The Practice English Language Teaching*, (Longman, New York, 2000), 201-202

e. Reading Comprehension

Reading comprehension is defined as the level of understanding of a text or message. It is the ability to read text, process it and understand of meaning.[21] It means that reading comprehension as a process the reader to understanding the meaning after they read text.

Caroline T. Linse said reading comprehension refers to reading for meaning, understanding and entertainment.[22] Meanwhile, Catherine Snow states reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language.[23]

f. Skill in Reading Comprehension

Reading comprehension involves some skills that can indicate the students' competence in having good reading skill. H. Douglas Brown states that there are 7 micro skills and macro skills in reading comprehension:[24]

1) Micro skills

    a) Discriminate among the distinctive graphemes and orthographic patterns of English.

[21] http;//en.wikipedia.org/wiki/reading_comprehension, accessed on 10 March 2018 (at 10 a.m)

[22] Caroline T.Linse, *Practical English Language Teaching : Young Learner*, 71

[23] Catherine Snow, *Reading for Understanding: Toward a Research and Development Program in Reading Comprehension* ,(Science and Technology policy Institute, 2002), 11

[24] H. Douglas Brown, *Language Assessment: principles and Classroom Practices,* 187-188.

b) Retain chunks of language different lights in short-term memory

c) Process writing at an efficient rate of speed to suit the purpose

d) Recognize a core of words, and interpret word order patterns and their significance.

e) Recognize grammatical word classes (noun, verbs, etc), system (e.g., tense, agreement, pluralization), patterns, rules, and alliptical forms.

f) Recognize cohesive devices in written discourse and their role in signaling the relationship between and among clauses.

2) Macro skills

a) Recognize the rhetorical forms of written discourse and their significance for interpretation

b) Recognize the communication function of written texts, according to form and purpose.

c) Infer content that is not explicit by using background knowledge.

d) From described events, ideas, etc., infer links and connections between events, deduce causes and effects, and defect such relations as main idea, supporting idea, new information, given information, generalization, and exemplification,

e) Distinguish between literal and implied meanings.

f) Detect culturally specific references and interpret them in a context of the appropriate cultural schemata.

g) Develop and use a battery of reading strategies, such as scanning and skimming, detecting, discourse markers, guessing the meaning of words from context, and activating schemata for the interpretation of texts.

g. Factors in Reading Comprehension

According to Catharine E. Snow, there are three elements in reading comprehension: they are the reader, the text, and the activity

a. The reader

To comprehend, a reader must have a wide range of capacities and abilities. These include cognitive capacities (e.g., attention, memory, critical analytic ability, inferencing, visualization ability), motivation (a purpose for reading, an interest in the content being read, self-efficacy as a reader), and various types of knowledge (vocabulary, domain and topic knowledge, linguistic capacities and discourse knowledge, knowledge of specific comprehension strategies).

As a reader begins to read and completes whatever activity is at hand, some of the knowledge and capabilities of the reader change. For example, a reader might increase domain knowledge

during reading. Similarly, vocabulary, linguistic, or discourse knowledge might increase. Fluency could also increase as a function of the additional practice in reading. Motivational factors, such as self-concept or interest in the topic, might change in either a positive or negative direction during a successful reading experience.

b. The text

The features of the text have a large effect on the comprehension. Comprehension does not occur by simply extracting meaning of the text. During reading, the reader constructs different representation of the text that is important for comprehension. Text can be difficult or easy, depending on factors inherent in the text, on the relationship between on the text and the knowledge and abilities off the reader, on the activities in which the reader is engaged. For example, the content presented in the text has a critical bearing on the reading comprehension. A reader's domain knowledge interacts in the content of the reading comprehension. In addition to content, the vocabulary load of the text and its linguistic structure, discourse style, and genre also interact with the reader's knowledge.

c. The activity

Activity refers to this dimension of reading. A reading activity involves one or more purpose, some operations to process the text at the hand, and the consequences of performing the activity. Prior to reading, a reader has a purpose which can be either externally imposed (e.g., completing a class assignment) or internally generated.

During reading, the reader processes the text with regard to the purpose. Processing the text involves, beyond decoding, higher-level linguistic and semantic processing and monitoring. Each process is more or less important in different types of reading, including skimming (getting only the gist of the text) and studying (reading the text with intent of retaining the information for a period of time).

h. Strategy in Reading Comprehension

In learning process, especially in reading activity, readers need to be active. They need to be able to relate and to understand the text.

According to Bambang Yudi Cahyono and Mukminaten, there are some strategy in reading to help the reader be active and careful in reading, they are:

1. Mapping

   Mapping is identifying meaning of the text through features. Mapping also called clustering or webbing, is a visual form of brainstorming. When readers actually see ways ideas connect to the next, they begin to think more creatively.

2. Skimming

   Skimming is aimed at getting quickly the main ideas and the purposes of reading selection. Skimming is very useful aid to help students find out information wished quickly. In skimming, readers just see the text at a glance; readers just survey the text without carefully reading it. They only use the clues in the book to get information needed.

3. Scanning

   Unlike skimming that is looking for getting the most important information, the main idea of a text, scanning is aimed at looking for and getting the details, facts, numbers, and specific bits of information in the text. Readers apply scanning in reading to locate specific information and get an initial impression of whether the text is suitable for a given purpose.[25]

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[25] Bambang Yudi Cahyono & Nur Mukminaten, *Techniques and Strategies for Enhance English Language Learning.* (State University of Malang Press, 2011), 66.

i. Teaching Reading

Teaching is transferring information or knowledge these are useful. According to the *Cambridge International Dictionary of English*, 'teaching' means 'to give (someone)', whereas the *Longman Dictionary of Contemporary English* suggest that it means to 'show somebody how to do something' or to 'change somebody's ideas'.[26]

The goal of teaching of teaching offered here will be balanced between the affective domain and the cognitive domain.[27] Affective domain need to be addressed in the teaching reading. In Affective domain have two goals. First, positive attitudes toward reading. Second, personal interests and tastes in reading. Meanwhile cognitive domain covers the utilitarian aspects of reading and the development of the mental skills that allow us to continue to mature as readers for the rest of our lives.

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[26] Jeremy Harmer, *The Practice of English Language Teaching,* 56.
[27] Mark Sadoski, *Conceptual Foundations of Teaching Reading.* (New York: The Guilford Press, 2004), 43.

j. The Models of Teaching Reading

According David Nunan, the models in teaching reading can divided into three categories, there are;[28]

1). Bottom-Up Models

Typically consist of lower-level reading processes. Students start with the fundamental basics of latter and sound recognition, which in turn allows for morpheme recognition followed by word recognition, building up to the identification of grammatical structures, sentence and longer texts. The order in achieving comprehension is letters, letter cluster, words, phrase, sentences, longer texts, and finally meaning.

2). Top Down Models

On the other hand, begin with the idea that comprehension resides in the reader. The reader use background knowledge to make a prediction, and searches the text to confirm or reject the prediction that are made. A passage can thus be understood even if all of the individual words are not understood. Within a top-down approach to reading the teacher should focus on meaning generating activities rather than on mastery of word recognition.

3). Interactive Models

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[28] David Nunan, *Practical English Language Teaching*. (New York: Contemporary, 2003, 70-72)

The third type combines elements of both bottom-up models and to-down models assuming "that a pattern is synthesized based on information provided simultaneously from several knowledge sources" tresses that the best second language readers are those who can "efficiently integrate" both of bottom-up models and top-down processes.

k. **Component of Teching Reading**

a. **Need Analysis in Teaching Reading**

Need analysis refers to the activities that are involved in collecting information that will serve as the basis for developing a curriculum that will needs of a particular group of students. It means that need analysis includes all activities used to collect information about the students leaning needs, wants, wishes, desire, etc.

Need analysis is also a systematic process for determining and addressing needs between current conditions and desired conditions. The discrepancy between the current condition and wanted condition must be measured to appropriately identify the need.

The diagnosis do this step are to identify the ability of students, what knowledge and skill the student already have, what

the student wish to achieve, to know the difficulties in language learning, in order to decide what language points the student needed to learn. After knowing all information that already mention, the analyst can give alternative about what the teacher have to do help the student increase their ability and achieve their wish in language learning.

The information gathered from a diagnosis analysis can be used to help define program goals. These goals can then be stated as specific teaching objectives, which in turn will function as the foundation on which to develop lesson plans, materials, tests, assignments, and activities. Basically, a diagnosis of needs will help to clarify the purposes of your language program.[29]

In the 2013 curriculum, the students need to achieve 4 competences; there are religious, social, knowledge, and skill competencies. According to Education Act number 64 (Permendikbud nomer 64 tahun 2013), basic competence in learning reading is student be able to identify social function, text structures and linguistic elements from short and simple text. Interpersonal, transactional, and functional communication about self, family, others, and concrete and imaginative object, closest to

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[29] Pryla Rochmahwati, *English Curriculum and Material Development.* (Ponorogo : Stain Po Press, 2016), 17.

life and activities daily students   at home, school, and community.[30]

b. **Formulating Specific Objectives in Teaching Reading**

Formulating specific objectives defined as specific statements that describe the particular knowledge, behaviors, and / or skill that the learner will be expected to know perform at the end of a course or program. Instructional objectives are specific, measureable, short-term, observable student behaviors to ensure your students to reach your goals

Objectives are students performances of the concept described in session goals. They are often referred to as 'learning outcomes' because they define more specifically what skills students will be able to demonstrate after your session. They can be used to assess the effectiveness of the session.

Objectives should always focus on the students, not the instructor. Objectives should address outcomes, not learning processes. Each objective should focus on only one idea. Objectives, should measure specific behaviors. Try to avoid using vague verbs such as 'understands' and 'knows'.[31]

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[30] Permendikbud nomor 64 tahun 2013, Standart Isi Pendidikan Dasar dan Menengah, 80
[31] *Ibid,* 31

According to Bixler, there are three types of objectives. They are;[32]

1. Cognitive

   This includes knowledge or information recall, comprehension or conceptual understanding, the ability to apply knowledge, the ability to analyze a situation, the ability to synthesize information from a given situation, and the ability to evaluate a given situation.

   e.g., "Given a description of a planet, the student will be able to identify that planet, as demonstrated verbally or in writing." Or "The students will be able to evaluate the different theories of the origin of the solar system as demonstrated by his/her ability to compare and discuss verbally or in writing the strengths and weaknesses of each theory."

2. Affective

   Affective refers to attitudes, appreciations and relationships among others.

   E.g., "Given the opportunity to work in a team with several people of different races, the students will

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[32] Bixler, B. *Writing Instructional Goal and Objective.* (http://www.personal.psu.edu/bxb11/objectives/,retrived in March, 30, 2018)

demonstrate an positive increase in attitude towards non-discrimination off race, as measured by a checklist utilized/ completed by non-team members."

3. Psychomotor

   Psychomotor dealt with physical skills.

   E.g., "The students will be able to ride a two-wheel bicycle without assistance and without pause as demonstrated in gym class"

   Objectives should specify four main things:

   1. Audience – Who? Who is this aimed at?

   2. Behavior – What? What do you expect them to be able to do? Use action verbs to describe an overt, observable behavior.

   3. Condition- How? Under what circumstances will the learning occur?

   4. Degree – How much?

   Based on the development of the basic competence which to be students achieved in reading learning process the following indicators are; identify the social functions,

the structure of the text, and linguistic elements in simple recount text about experience/ events.[33]

c. **Selecting Content in Teaching Reading**

The question of course content is probably the most basic issue in course design. Given that a course has to be developed to address a specific set of needs and to cover a given set of objectives, what will the content of the course look like? Decisions about course content reflect the planners' assumptions about the nature of language, language use, and language learning, what the most essential elements or units of language are, and how these can be organized as an efficient basis for second language learning.

The choice of a particular approach to content selection will depend on subject-matter knowledge, the learners proficiency levels, current views on second language learning and teaching, conventional wisdom, and convenience.[34]

Before actually adopting, adapting, developing materials, the language programs overall orientation must be considered in terms of approaches and syllabuses, as well as in terms of how that

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[33] Permendikbud nomor 64 tahun 2013, Standart Isi Pendidikan Dasar dan Menengah, 80
[34] Jack C. Richards, *Curriculum Development in Language Teaching,* (New York: Cambridge University Press,2001), 147-148.

orientation will influence the choices that must be made in the development and implementation of materials.[35]

Adopting material in a rational manner is not as easy as it might at first appear. First, it is necessary to decide what types of materials are desirable. Second, all available material of these types should be located just in case they might prove useful. Third, some of review/ evaluation procedures must be set up to pare this list down to those materials that should be seriously considered so that final choices can be made. Fourth, some strategy for the regular review of these adopted materials must be set up to make sure that they do not become irrelevant to the needs of the students and the changing conditions in the program.[36]

According to Permendikbud nomor 64 tahun 2013, the scope of content in teaching reading are the text; ID card, list object, instruction, fringe, advertisement, recount, narrative, announcement, descriptive, and song in the interpersonal text, transactional, and functional text.[37]

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[35] Pryla Rochmahwati, *English Curriculum and Material Development.* (Ponorogo : Stain Po Press, 2016), 47-48.

[36] *Ibid*, 51.

[37] Permendikbud nomor 64 tahun 2013, Standart Isi Pendidikan Dasar dan Menengah, 80

d. **Organizing Content in Teaching Reading**

The teaching activities called syllabuses are predominantly concerned with the choices necessary to organize the language content of a course or programs. The procedure involved in developing a syllabus should eventually include examining instructional objectives, arranging then in terms of priorities and then determining what kinds of techniques and exercises are required in order to attain those objectives.

The information gathered in the course of conducting a language need analysis will help to determine the direction that a particular syllabus planning project will go since the same units of analysis used in the need analysis will tend to be used in the objectives result. For instance, in an institution where the teachers are well trained and hold similar views on which approaches are appropriate, detailed specification of syllabus content may not be necessary. The teachers may prefer to work directly from the program objectives, selecting content themselves from the variety of sources made available to them by the program administration. In other situations, because of political or administrative requirements, a detailed syllabus may be necessary to ensure that the desired content for the course or programs is covered in a standard sequence.

The syllabus is a contract between the teacher and the students. The syllabus is the blueprint for the course expectations, requirements, ground rules, readings, assignment, exams, and final project. [38]

e. **Selecting Activities in Teaching Reading**

1. Techniques

   This set of activities was defined as ways of presenting language points to the students. In this case the criteria for selecting technique are related to the idea that it is useful to provide opportunities for students to develop their reading skills in contexts and on the basis of models of teacher and students reading.[39]

2. Exercise

   Materials developers must make early decisions about the principles kinds of exercise that will be most appropriate for the program in question as well as decisions about the criteria that will be used for selecting exercises. The primary questions concern the weight that will be assigned to each activity per lesson or units and the configurations of teacher/ learner /

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[38] Pryla Rochmahwati, *English Curriculum and Material Development.* 48-49
[39] ibid,. 49

group/ class that will be used. These issues must be addressed within the program before deciding on detailed specifications for the exercise that will go on the daily classes.[40]

f. **Evaluation**

Evaluation is a disciplined inquiry to determine the worth of things. 'Thing' may include programs, procedures or objects. Generally, research and evaluation are different even though similar data collection tools may be used. The three dimensions on which they may differ are, the first, evaluation need not have as its objective the generation of knowledge. Evaluation is applied while research tends to be basic. The next, evaluation presumably, produces information that is used to make decision or forms the basis of policy. Evaluation yields information that has immediate use while research need not. Then, evaluation is a judgment of worth. Evaluation result in value judgments while research need not and some would say should not.[41]

According to Permendikbud nomor 66 tahun 2013 about educational evaluation standard, it is mentioned that the result of student evaluation based on several principle; objective , coherent,

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[40] Ibid., 49-50
[41] *Ibid, 71-72*

economical, transparent, accountable and educative.[42] Based on the implementation guidelines of in curriculum 2013, it is implied that authentic assessment is the most suitable technique to use.

g. Checking for Balance and Sequence

Checking for balance and sequence is one of an important in component teaching reading. Its usually used to observe the goal of learning process. The sequence of content may reflect what is necessary at one point as a foundation for the next step in learning process. For example, a certain set of grammar items may be taught as a prerequisite to paragraph writing. Or, in reading course, word attack skills may be taught early on as a prerequisite to reading unsimplified texts at later stages of the course.[43]

2. Questions Answer Relationship (QAR) Strategy

a. Definition of Question Answer Relationship

Question Answer Relationship strategy is aimed at improving students reading comprehension skill. It helps students realize that the answers they seek related to the type of question that it asked. It

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[42] *Permendikbud No.66* tahun 2013, 3.
[43] Jack C. Richards, *Curriculum Development in Language Teaching*, 151.

encourages them to be strategic about their search for answers based on an awareness of what different types of question look for.[44]

QAR Strategy is a teaching reading strategy that can be used to improve students' reading comprehension. Macceca said that question answer relationship (QAR) is a multiple strategy approach that gives students and teacher a common language about prior knowledge and question strategies. It is mean the creator argue that student and teacher need to use a common language about reading so that they can more easily discuss the processes involved in listening and reading comprehension during thing-aloud modeling.[45] So, it is important for teachers to create statements that can challenge students' knowledge about the idea.

b. QAR Categories

The QAR strategy devides questions into two broad categories for finding information and for answering questions, first categories is *In the Book* (text-explicit) consisting of *right there* and *Think and Share*.

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[44] Sa'dulloh Muzammil, "*QAR (Question Answer Relationship) as an Alternative Strategy in Teaching Reading",* JL3T vol II (Desember, 2016)

[45] Meci Wulandari, *"Teaching Reading Through Combining Mind Eye and QAR Strategy Toward Students Reading Comprehension at Junior High School,"* http:// idd.portalgarruda.org/ref=brows&mod=viewarticle & article=26408. 29th of November 2017, 11P.M

Second categories is *In My Head* (text-implicit) consisting of *Author and You* and *On my Own*.[46]

1. In the Book Questions

Questions are generated directly from a reading selection. These explicit question fall into two subcategories;

a. *Right There*

Right there questions require reader to go back the passage and find the correct information to answers the questions. Right there questions sometimes include the words: *according to the passage, How many, who is, Where is* and *what is.*

The steps may be purposed to answer right there questions are Reread, scan, and look for keywords.

b. *Think and Share*

In think and share question, the answer will still in the text, but the details necessary to answers the question may be in more than one location. The questions usually require the reader to think about ideas or information (implicit information) in the passage relate to each other. To answer

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[46] Sa'dulloh Muzammil, "*QAR (Question Answer Relationship) as an Alternative Strategy in Teaching Reading",* 109

questions effectively, the reader will need to "think and share" throughout the text and will need to look back passage, find information that the questions refer to and then think about the information or ideas fit together. Questions sometimes include the words: *the main idea of the passage, what caused, Summarize.* The step may be purposed to answer think and share questions are skim or reread, look of important information, summarize.

2. **In My Head**

    Questions are created by the reader when confronting a text. These questions are not explicitly found in the reading; rather, these questions arise as the reader engages the selection's content through active thought, comparison, evaluation, etc.

    a. *Author and You*

    The answer is not directly stated in the text. The students need to think about what you already know, what the author tells you, and how it fits together. So the students must think about what they have read and formulate their own ideas or opinion. The questions include the words: *the author implies, the passage suggests, the speaker's attitude.*

The step may be purposed to answer author and you questions are; reread, think about what you already know and what the authors say, and predict.

b. *On Your Own*

Requires students to think about what is already known from their reading and experience (prior knowledge) to formulate an answer. This type of questions does not usually appear on test of reading comprehension because it does require to reader to refer to passage. On your own questions sometimes includes the words: *In your opinion, based on your experience, think about someone/something you know*. The steps may be purposed to answer on your own questions are as follow:

1. Think about what you already know

2. Think about what you have already read before

3. Make connection

c. **Procedures of Question Answer Relationship Strategy**

Before applied the QAR strategy in teaching reading, the teacher must understand the procedures. According Sejnost, there

are procedures to apply the Question Answer Relationship in the class:[47]

1. The teachers introduce the concept of QAR by explaining each type of question, providing a clear example of each, and discussing the difference in each.

2. Teacher assigns a short piece of text for students to read.

3. Lead the students through the process of answering each type of question, making sure they go back into the text to variety their answer.

4. Teacher continue this practice, increasing the number of question of each type, until student clearly able to understand the differences among the types and can identify them with ease.

5. The last, teacher asks the students to read a longer passage and develop a set of question for their classmates to identify and answer.

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[47] Robert Sejnost, *Tools For Teaching in The Block,* (American: Corwin, 2009), 45

d. The Advantages of Question Answer Relationship (QAR) Strategy

QAR strategy is a one of several strategies that use in teaching reading. This strategy has many advantages and also weakness for teaching reading comprehension.

The advantages of Question Answer Relationship are:[48]

1. When students are consciously aware of the different sources of information available to answers question, they become strategic in their reading and thinking, and their comprehension is improved.

2. The four QARs are helpful in teacher planning.

3. Questions reflecting the think and search, author and you, and on my own helps students see relationships, connections, associations between text and prior knowledge, experience, and other idea in the subject area.

4. A single word answer, which stimulate students to think rather than wait to be told the right answer.

5. Teaching students about questions answer relationship can help them to ask effective questions as they read and respond to the text.

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[48] Sa'dulloh Muzammil, "*QAR (Question Answer Relationship) as an Alternative Strategy in Teaching Reading",* 114

e. **Question Answer Relationship Framework**

The QAR framework below was used to frame the following teacher modeling of question-asking practices during the reading cycle.[49]

Table 2.1

The QAR framework

Reading cycle	QAR	Comprehension strategies	Questions
Before Reading	On My Own	Activating prior knowledge	From the title, what do I already know that can connect me to the text?
	Author and Me	Predicting Visualizing	From the title or illustrations, what might this text be about?

    [49] Taffy E Raphael& Katryn Au. *QAR: Enhancing Comprehension & Test Taking Across Grades & Content Area,* The Reading Teacher, 3(November, 2005), 215.

During Reading	Author and Me	Making simple and complex inference	What do you think will happen next? How would I describe the mood of the story and why is this important?
	Right There	Scanning to the locate information	Who is the main character? What are some words that describe the setting?
	Think & Search	Summarizing clarifying making simple inference	What is the problem and how is resolved? What are the important events? What role do the characters play in

			the story?
After Reading	Author and Me	Distinguishing fact and opinion	What is the author's message? How well does the author make his arguments?
	Think & search	Identifying important	Find evidence in the text to support an argument

C. Theoretical Framework

Theoretical framework is a concept in the thesis about how the theories can be related with the factors which are identified as the important problems. The thesis has experimental research, the theories description is

X : Question Answer Relationship

Y : Reading Comprehension

The goal of reading is comprehension, teaching process will be success if the teacher can choose the strategy in learning process.

There are many techniques in that used to teaching reading comprehension: one of this is Question Answer Relationship strategy. The student will be more active and creative to study using QAR.

Based on the theoretical analysis above, the theoretical framework can be stated as follows:

a. If the result of implementation QAR strategy is good, the students reading comprehension will be reached.

b. If the students score taught by using QAR strategy are better than the students who are not taught by using QAR strategy, it means using QAR strategy is effective technique in teaching reading comprehension.

The researcher concludes that Question Answer Relationship (QAR) strategy is effective in teaching reading comprehension at the eighth grade of SMPN 1 Ngebel in academic year 2017/2018.

D. Hypothesis

Based on the theory above, the researcher proposed the hypothesis of this study that the student who are taught by using Question Answer Relationship (QAR) is have a better score than those who are not using Question Answer Relationship (QAR) strategy.

CHAPTER III

RESEARCH METHODS

A. Research Design

Research design is simply the framework or plan for a study that is used as a guide in collecting and analyzing the data. Research design is the blue print for collection measurement and analysis of data.[50] According to John W. Creswell, Research designs are plans and procedures for research that span the decisions from broad assumptions to the detailed methods of data collection and analysis.[51]

Research is divided into quantitative and qualitative method. This research was used quantitative approach. Quantitative research is an approach for testing objective theories by examining the relationship among variables. These variables, can be measured, typically on instruments, so that numbered data can be analyzed using statistical procedures.[52]

Quantitative method consists of two kinds. They are experiment (true experimental, quasi experimental and weak experimental) and no

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[50] Prabhat Pandey & Meenu Mishra Pandey, *Research Methodology: Tools and Technique,* (Romania: Bridge Center, 2015)18

[51] John W. Creswell, *Research Design Qualitative, Quantitative, and Mixed Methods Approaches third edition* (United State of America: SAGE, 2009),3

[52] Ibid, 4.

experimental (descriptive, survey, ex post facto, comparative and correlation). [53]

The research design in this study is quasi experimental. A quasi experimental is the investigator uses control and experimental groups but does not randomly assign participants to groups.[54] Meanwhile, John W. Creswell stated, quasi experimental introduces considerably more treats to internal validity than the true experiment. Individuals assigned to the two group may have selection factors that go uncontrolled in the experiment.[55] There are three kinds of quasi-experiment; Control-Group Interrupted Time-Series Design, Single-Group Interrupted Time-Series Design and Nonequivalent (Pre-Test and Post-Test) Control Group Design.[56] Then, this study used quasi experimental Nonequivalent (Pre-Test and Post-Test) Control Design. It meant that there is the researcher chosen two classes. One class the students taught by Question Answer Relationship (QAR) strategy, this class give treatment, and one class the students who are not taught by Question Answer Relationship (QAR) strategy. The subject was given reading comprehension pre-test and post-test to know their achievement between the student who are taught by QAR strategy and the student who are not taught by QAR strategy. The result of the

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[53] ibid, 12

[54] Ibid, 159.

[55] John W. Creswell, *Educational Research: planning, Conducting, and Evaluating Quantitative and Qualitative research Fourth Edition*, (Bostom: Pearson, 2012), 310

[56] John W. Creswell, *Research Design Qualitative, Quantitative, and Mixed Methods Approaches third edition* , 161

research is compared to student who are taught by QAR strategy and the student who are not taught by QAR strategy.

Tabel 3.1

Design of the study

Group	Pretest	Treatment	Posttest
Experiment	0_1	X	0_2
Control	0_3	-	0_4

Note:

X   : Taught by Question Answer Relationship (QAR) strategy

-        : Taught who are not by Question Answer Relationship (QAR) strategy

0_1 : Pretest group experiment

0_2 : Posttest group experiment

0_3 : Pretest group control

0_4 : Posttest group control

In this research, the researcher applied pre-test and post-test. Pre-test was appllied to know measures students reading skill before implementing QAR strategy and post-test was applied to measure students reading skill

after implementing QAR strategy. The steps in the implementation of QAR strategy as follow:

1. The teacher explained of recount text, general structure and the characteristic of recount text.

2. The teachers introduce the concept of QAR by explaining each type of question

3. The teacher divided a class into 5 groups

4. Teacher assigns a short piece of text for students to read. The recount text about holiday.

5. Lead the students through the process of answering each type of question.

6. Teacher continue this practice, increasing the number of question of each type

7. Teacher asks the students to read a longer passage and develop a set of question for their classmates to identify and answer the question about the text.

8. The teacher asks students difficulties in teaching and learning.

9. The teacher and students conclude the materials.

10. The teacher close the lesson and leave the class

Meanwhile, in control class pre-test and post-test are used to measure the students reading skill which didn't teach by using QAR strategy. In this research, control classes teach by using lecturing strategy.

The step as follows:

1. The teacher explains about the material recount text, general structure and the characteristic of recount text.

2. The teacher give the text recount about the holiday to the students

3. The teacher ask student to read the text and explained the information in the text

4. The students answer the teacher's question about the text

5. The teacher gives confirmation of students answer

6. The teacher ask students difficulties in teaching and concludes the material

7. The teacher leaves the class.

B. **Population and Sample**

1. **Population of the Research**

    According to John W Creswell, a population is a group of individuals who have the same characteristic.[57] Population is any size

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[57] John W. Creswell, *Educational Research: planning, Conducting, and Evaluating Quantitative and Qualitative research Fourth Edition*, 142

and covers almost any geographic area.[58] Prabhat Pandey stated, population means characteristics of a specific group.[59] So, population was all of the participants that are observed by researcher.

The population in this research was eighth grade students of SMPN 1 Ngebel in Academic Year 2017/2018. The eighth grade of SMPN 1 Ngebel divided into seven classes: VIII-A, VIII-B, VIII-C, VIII-D, VIII-E, VIII-F, and VIII-G. Thus, the total numbers of population were 148 students.

2. **Sample of Research**

Sample is a subgroup of the target population that the researcher plans to study for generalizing about the target populations.[60]

In this research, researcher applied cluster random sampling. Cluster random sampling or sample area (group) is determined based on the sampling areas or groups that exist in population such as school, class, region, and not individual.[61] The researcher used Cluster random sampling because the population was homogenous.

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[58] L. R. Gay, *Educational Research: Competencies for Analysis and Applications*, (United Stated Of America: Pearson, 2012), 130

[59] Prabhat Pandey, *Research Methodology: Tools and Technique*, 41

[60] John W. Creswell, *Educational Research: Plnning, Conducting, and Evluating Quantitative and Qualitative Research*, 142

[61] Margono, *Metodologi Penelitian Pendidikan* (Jakarta: PT,Rineka Cipta, 1997), 127.

The researcher took two classes for sample in this research. Those classes are VIII-E and VIII-F where each class consists of 21 students and 20 students. To decide which class which class would be taught by QAR strategy (Experiment class) and which class would be taught by teacher center researcher took procedure name lottery. The steps are:

1. Holding the two enrolled paper in hand

2. Shaking the hand

3. Deciding the first paper taken would be experimental class and second paper would be control class.

Based on the step above VIII-E will be experimental classes which consist of 20 students, while VIII-F will be control class which consists of 21 students. So the samples in this research are 41 students.

C. Instruments of Data Collection

1. The Instrument of Data Collection

According to Arikunto, Data is most important thing in the research, to get the data the researcher has to arrange the instrument

and technique data that are needed to collect the data.[62] In this study, the instrument that was by researcher was the reading test. The test was used to analyze whether any difference score about the student who thought by QAR strategy in reading comprehension and the student thought without QAR strategy in teaching reading in experimental and control class. The form of the test uses multiple choice tests which consist of thirty items. Researcher used two tests namely pre-test and post-test. Pre-test will be given both experimental class and control class before getting the treatment. Pos-test would be given after doing treatment.

The instruments of data collection can show as the table below:

Table 3.2

The indicator Instruments of Data Collection

variable	Kind of text	Indicator	Number item of Indicators
Reading skill	Recount	1. Finding implicit information of the text	2, 6, 14, 16, 21, 27, 29, 30
		2. Finding explicit information of	3, 13, 19, 24, 25, 28

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[62] Suharsimi Arikunto. *Menejemen Penelitian* (Jakarta: PT. Rineka Cipta, 2000), 134

		the text	
		3. Find the main idea each paragraph of the text	4, 8, 17, 20, 22, 26,
		4. Determine purpose the text	11, 12,
		5. Find the conclution from the text	23,
		6. Find the mening certain word	3, 7, 9, 10,
		7. Determine the genre of the text	1, 15, 18,

In scoring the students' work, the researcher using criteria as follow:

If student answer incorrectly they got score 0, while if student answer correctly they got score 1.

D. Technique of Data Collection

1. Documentation

Documentation technique is used to find out the data from the written documentation, such as daily notes, transcript, book, newspaper.[63] In the study, researcher used documentation technique to collect of data. The research functioned the related document to the object research such as students name list to be use in determine team for experimental and control student score from the test. The document also used were taken from students result of the given test, students progress report.

2. Test

Test used to measures students' reading skill. A test, in simple terms, is a method of measuring a person's ability, knowledge, or performance in a given domain.[64] So, the researcher can measure the students reading ability easily.

In testing reading, the students were asked to answer some questions relating to the texts given by the teacher. In the study,

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[63] Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik,* (Yogyakarta: Reinilka Cipta, 2002), 158.

[64] H. Douglas Brown, *Language Assessment Principle and Classroom Practices (San Fransisco: Pearson Longman, 2003),3.*

reading test was used for pre-test and post-test not only to measure the students' reading comprehension but also to collect the data.

The comprehension of main idea, explicit and implicit information about the text, and also the generic structure from the recount text was assessing in the reading test. This research chooses traditional multiple choice to evaluate students reading comprehension.

The test will be agreed if this test has validity and reliability. H. Douglas Brown, validity is the extent to which inferences made from assessment result are appropriate, meaningful, and useful in terms of the purpose of the assessment. Meanwhile, reliable test is consistent and dependable, if you give the same test to the same student or matched students on two different occasions, the test should yield similar results.[65]

a. **Validity**

Validity is an important key to effective research. Validity might be improved through careful sampling, appropriate instrumentation and appropriate statistical treatment of the data. [66] Meanwhile, H. Douglas Brown stated, validity means to extent to

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[65] *Ibid, 20-22.*

[66] Louis Cohen, Lawrence Manion & Keith Marrison, *Research Method in Education Sixth Edition*, (New York: Rautledge, 2007), 133.

which inferences made from assessment result are appropriate, meaningful, and useful in terms of the purpose of assessment.[67]

Validity is very important to measure what they want to measure it using instrument. An instrument is called valid if has high validity, an instrument called invalid if has low validity. To calculate it, the researcher used SPSS 16. The analyzed is used to find out the r_{xy}, then, consulted with r_{table} with 5% significance level for r product moment with df or db is n-r. The r index is 0,433. If the value of r_{xy} is higher than the value of r_{table} it mean that the item is valid. If the value of r_{xy} is lower that the value of r_{table} it means that the item is invalid.

The researcher used SPSS 16 for windows program to measure the validity of instruments test, then researcher put twenty one respondents in class VIII-G. The result of the test validity as follow:

Table 3.3

The result of Validity Calculation

Items	"r" calculated	"r" index	Notes
1	0,753	0,433	Valid
2	0,532	0,433	Valid

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[67] H. Douglas Brown, *Language Assessment Principles and Classroom Practices*,(New York: Longman, 2000), 22.

3	0,753	0,433	Valid
4	0,753	0,433	Valid
5	0,479	0,433	Valid
6	0,392	0,433	**Invalid**
7	0,241	0,433	**Invalid**
8	0,461	0,433	Valid
9	0,697	0,433	Valid
10	0,642	0,433	Valid
11	0,505	0,433	Valid
12	0,601	0,433	Valid
13	0,770	0,433	Valid
14	0,107	0,433	**Invalid**
15	0,753	0,433	Valid
16	0,061	0,433	**Invalid**
17	0,618	0,433	Valid
18	0,478	0,433	Valid
19	0,753	0,433	Valid
20	0,770	0,433	Valid
21	0,298	0,433	**Invalid**
22	0,276	0,433	**Invalid**
23	0,531	0,433	Valid

24	0,388	0,433	**Invalid**
25	0,532	0,433	Valid
26	0,128	0,433	**Invalid**
27	0,298	0,433	**Invalid**
28	0,635	0,433	Valid
29	0,753	0,433	Valid
30	0,770	0,433	Valid

b. **Reliability**

Reliability is one of important thing in test quality. Reliability means that score from an instrument are stable and consistent. Scores should be nearly the same when researcher administer the instrument multiple times at different times. Also, reliability is generally easier to understand as it is a measure of consistency. If scores are not reliable, they are not valid, scores need to be stable and consistent first before they can be meaningful.[68] The researcher use reliability to measure the instrument good or not.

In this research, the researcher used SPSS 16 program for calculate it. The reliability of the test is measured by comparing

[68] John W Creswell, *Educational Research: planning, Conducting and Evaluating Quantitative and Qualitative Research,* 159

result obtained score with r-score product moment. It mean that the

score is higher than the table r-score, the test is reliable.

Table 3.4

Result of Reliability Test

Reliability Statistics

Cronbach's Alpha	N of Items
.898	30

The calculation of result of reliability was the value of the

students' variable reliability instruments is 0,898. Test is reliability

if $r_{xy} > r_{table}$. So, the test is reliable because the index of reliability

is 0,898, its higher than r index that showed 0,433.

E. Technique of Data Analysis

After all of the data is collected, the next step is how to data analyze.

The result of the test will be analyzed by Assumption test. They are two

step in assumption test. Those are: normality test and homogenity test.

1. **Assumption Test**

   a. **Normality Test**

   Normality test is was to determine whether the data from population normally or not.[69] This test was purpose to analyze whether both groups have normal distribution or not.

   In this research, researcher use SPPS program to find out the normality of the data by followed these step:

   a. Open SPSS Program

   b. Input the data to the data view by first fill the variable view with write down X as score of pre-test or post-test score and Y as the kind of class

   c. Click analyze >> Descriptive statistics>> explore

   d. Drag the X to the dependent list and Y to the factor list

   e.   Click Plot >> checklist normality plots with test >> ok

   The criteria of determining the normality of the data was:

   a. If tvalue was smaller than ttable ($t_{value} < t_{table}$), it mean that H_0 was accepted and H_1 was rejected

   b. If tvalue greater than ttable ($t_{value} > t_{table}$), it mean that H_0 was rejected and H_1 was accepted.

   H_0 : data is normally distributed

   H_1 : data is not normally distributed

   ---

   [69] Budi Susetyo, *Statistika Untuk Analisis Data Penelitian*, (Bandung: Aditama, 2010), 137.

b. Homogenity Test

Homogenity test is use to know before we compare of groups. It is use to test homogenity of variancein compared two or more group.[70] Homogenity test was to measure the data of population homogeny or not.

To calculate the data, researcher use SPSS program with following these step:

a. open SPSS program

b. Input the data to the data view by first fill the variable view with write down X as score of pre-test or post-test score and Y as the kind of class

c. Click analyze >> compare means >> one-way ANOVA

d. Drag the X the dependent list and Y to the factor list

e. Click option >> checklist homogenity of variance test>> ok

The criteria of determining the homogenous of the data was:

a. If t_{value} was smaller than t_{table} ($t_{value} < t_{table}$), it mean that H_0 was accepted and H_1 was rejected

b. If t_{value} greater than t_{table} ($t_{value} > t_{table}$), it mean that H_0 was rejected and H_1 was accepted.

H_0 : data is homogeneous

H_1 : data is not homogeneous

---

[70] Retno Widyaningrum, Statistika (Yogyakarta: Pustaka Felicha, 2014), 212

2. **Testing Hypothesis**

   The data collected (data result) was processed by comparing with the first data to see the whether there will be a significant diferrence score between the teaching reading using QAR strategy and teaching reading without using QAR strategy.

   To know the significant different score in reading for students who are taught by using QAR Strategy and who are not taught by using QAR Strategy. The researcher will use t-test. It check utilize SPSS 16 program for windows to calculate it.

   The steps of calculation as follows:

   a. Open SPSS

   b. Input the data to the data view, by first change the value in the variable view by change the name, decimals, value, and measure.

   c. Click analyze >> compare means >> independent >.> sample t-test

   d. In the dialog box of independent> sampel t-test, input the variable X in *test variables* and Y in *grouping variable*.

   e. Click define groups write down 1 in the *group 1* and 2 in the *group 2*, then clik continue>>OK

   To get the answer of that hypothesis, the writer proposed Alternative Hyphothesis (Ha) and the Null Hypothesis (H0) which is described to the following stastical hyphotesis as follow:

1. H0 = if $t_{test} < t_{table}$ in significant degree of 0,05

2. H0 = if $t_{test} > t_{table}$ in significant degree 0,05

   Meanwhile, the degree of freedom (df) = (N1+N2)-2. It must be consulted with t-table of df.

CHAPTER IV

FINDINGS AND DISCUSSION

A. Research Location

1. The Profile of SMPN 1 Ngebel

SMPN 1 Ngebel is located at Gondowido village, Ngebel Ponorogo. SMPN 1 Ngebel was built on 1983 and stands on 13.270 m wide area.

This school is supported by professional educator with education qualification of S1. SMPN 1 Ngebel used KTSP and 2013 curriculum. They improved the curriculum based on demands of the times. They used 2013 curriculums for seventh grade. While the eighth and ninth grade, they used KTSP

a. Vision, Mision and Goal

Vision

School with learner's achievement, faithful and devoted

Mission

1. Implement the learning process effectively so that the students' potential to develop optimally

2. Developing religious teachings to form students personalities

3. Efficiency and effectiveness in funding of school programs

4. Developing students' potential in sports and arts

5. Implement participatory management in planning, funding and supervision of school programs.

6. Creating a harmonious and comfortable working environment so that school managers can work quietly and achieve success.

Goals

1. Develop a curriculum equipped with learning tools in each subject

2. Achieve learning completeness standard for all subjects

3. Have qualified educators

4. Equips graduates with life skills according to students' talents and interests.

5. Optimize the implementation of an authentic assessment program on an ongoing basis.[71]

b. **The Organization Structure**

The organization structure of SMPN 1 Ngebel as follow:

1) Headmaster   : H. Effendi Eko Cahyono, S.Pd., M.Si

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[71] Document of SMPN 1 Ngebel, May 2018

2) Deputy of Curiculum   : Ide Ajarwirawan, S.Pd

3) Deputy of Infrastructure   : Jatmoko Tri Subiyantoro, S.Pd

4) Deputy of Student   : Bambang Tri Antoro, S.Pd

5) Head of Library   : Ispramono, S.Pd

6) Head of Administration   : Sri Hartatik

2. Teachers and Students in SMPN 1 Ngebel

Teachers were figure who helps the students to acquire knowledge, competence and value. The teachers have act as advisor for the students to developing their potential and creativity. The teachers also become motivator for the students which as guided the students to raise the goal of study.

The qualification of teachers in SMPN 1 Ngebel graduate S1. The teacher must be competence and have good attitude. SMPN 1 Ngebel has 32 teachers consists of 20 men and 12 women.

Student is important component in the school. The total number of SMPN 1 Ngebel in academic 2017/2018 is 404 students.

3. **The Infrastructure of SMPN 1 Ngebel**

   Facilitate the infrastructure is important component in the school. The activities teaching and learning process will be effective if the infrastructure is good.

4. **The Schedule of Research**

   There were four meetings in experimental class (VIII E) : pre-test, first treatment, second treatment and post-test. Pre-test held on April, 4th 2018. The first treatment was held on May, 2nd 2018. And second treatment was held on May, 4th 2018. Finally, post-test was held on May, 9th 2018.

   In the pre-test on April, 4th 2018, the researcher gave pre-test for students to answer the multiple choices question in recount text based on question. On May, 2nd 2018, the researcher gave the first treatment. The material was recount text. The students must apply the QAR strategy to comprehend the text. On May, 4th 2018, the researcher gave the second treatment that was relevant with the material of teaching learning. The material was recount text too. But has different topic with the first treatment.

   On May, 9th 2018, the researcher gave a post-test to the student with the multiple choices based on QAR strategy in from recount text. It used

measure whether the QAR strategy was success or not in teaching reading comprehension.

In control class (VIII F), there were four meetings : pre-test was held on April, 4th 2018, next, first meeting was held on May, 2th 2018, second meeting was held on May, 7th 2018, and the last post-test was held on May, 9th 2018.

The material which was taught to the students was same with experimental class but the researcher used the lecturing strategy in learning process.

The schedule of this research could be seen as follow:

The Schedule of Experimental Class

No	Date	Activities
1	Wednesday, April 4th 2018	Pre-test
2	Wednesday, May 2nd 2018	1st treatment using QAR strategy
3	Friday, May 4th 2018	2nd treatment using QAR strategy
4	Wednesday, May 9th 2018	Post-test

The Schedule of Control Class

No	Date	Activities
1	Wednesday, April 4th 2018	Pre-test
2	Wednesday, May 2nd 2018	1st treatment using lecturing strategy
3	Monday, May 7th 2018	2nd treatment using lecturing strategy
4	Wednesday, May 9th 2018	Post-test

B. **Data Description**

1. **The Result Data of Students' Reading Comprehension Test**

   1) **Students' Score of Experimental Class**

   The data showed the result of students' reading comprehension achievement of the students who taught by QAR strategy (experimental class).

Table 4.1
The Students' Reading Comprehension Score for Experimental class

No	Name	Score	
		Pre-test	Post-test
1	Adinda Chandras Mustika	47	93
2	Agnes Devi Natasari	47	73
3	Anisa Nur Qomariyah	20	87

4	Ariska	33	73
5	Arya Nur Cahyanto	47	80
6	Beni Agus Pratika	17	87
7	Bima Putu Arki	13	80
8	Dyah Ayu Setyo Ningsih	27	77
9	Feri Setiawan	37	83
10	Gazza Nugraha Putra	53	83
11	Mita Putri Apriliani	30	83
12	Muhammad Rokhi Irfan Lanud	30	80
13	Nurmalasari	40	80
14	Rendi Prayogo	30	83
15	Rio Risvian Hamsyah	27	87
16	Rosita Ayu Cahyaningrum	17	73
17	Roy Septa Efendi	17	73
18	Talita Evi Sholehah	30	77
19	Winarningsih	40	80
20	Yoga Praditiya	23	73
Total		625	1605
Mean		31,25	80,25

From the table 4.1, it can be seen that the highest pre-test score of experimental class was 53 while lowest pre-test score was 13 while the highest post-test score was 93 and the lowest score was 73. The mean score of pre-test was 31,25 and mean score in post-test was 80.25. The result of students' test experimental class can

be seen clearly on the following table. It will explore about pre-test and then the result of post-test in the experimental class. *(on appendix 3)*

From the table 4.2 *(on appendix 3)*, it could be seen that the score of students' comprehension was various. There was 5% or one student get score 13, 15% or 3 students got score 17, 5% or one student got score 20, 5% or one student got score 23, 10% or 2 students got score 27, 20% or 4 students got score 30, 5% or one student got score 33, 5% or one student got score 37, 10% or 2 students go score 40, 15% or 3 students got score 47, and 5% or one student got score 53.

From the histogram *(on appendix 3)*, it is M= 31.25 and SD=11.666. To determine the category of students' reading comprehension was good, medium or low, the researcher grouped scores usinggthe standard as follow:

1. More than M+1.SD (31.25+11.666=42.916) is categorized into good
2. Between M-1.SD to 1. SDx is categorized into medium
3. Less than M-1.SD (31.25-11.666=19.584) is categorized into low

Thus it can be seen that the score which are more than 42.916 is considered into good, the score between 20-43 is categorized into medium, while the score which are less than 19.584 is categorized into low. That categorization can be seen clearly in the following:

From the table 4.3 *(on appendix 3)*, it could be seen that the score of students' reading comprehension who are taught by using QAR strategy in Pre-test showed 20% in the good category, 60% in the medium category, and 20% in the low category.

From the text above, it could be seen that the score of students' reading comprehension was various *(see the table in appendix)*. There were 25% students or 5 students got score 73, 10% or 2 students got score 77, 25% or 5 students got score 80, 20% or 4 students 83, 15% or 3 students got score 87, and 5% or one student got score 93.

From the histogram *(on appendix 3)*, it is stated M=80.25 and SD=5.684. To determine the category of the students' reading comprehension was good, medium or low, the researcher grouped scores using the standard as follow:

1. More than M+1.SD (80.25+ 5.684=85.934) is categorized into good.
2. Between M- 1.SD is categorized into medium

3. Less than M-1.SD (80.25 – 5.684=74.566) is categorized into low

Thus it can seen that the score which are more than 85.934 is considered into good, the score between 75-86 is categorized into medium, while the scores which are less than 74.566 is categorized into low.

From the table *(on appendix)*, it could be seen that the score of students' reading comprehension who are taught by using QAR strategy in post- test showed that 20% in the good category, 55% in the medium category, and 25% in the low category.
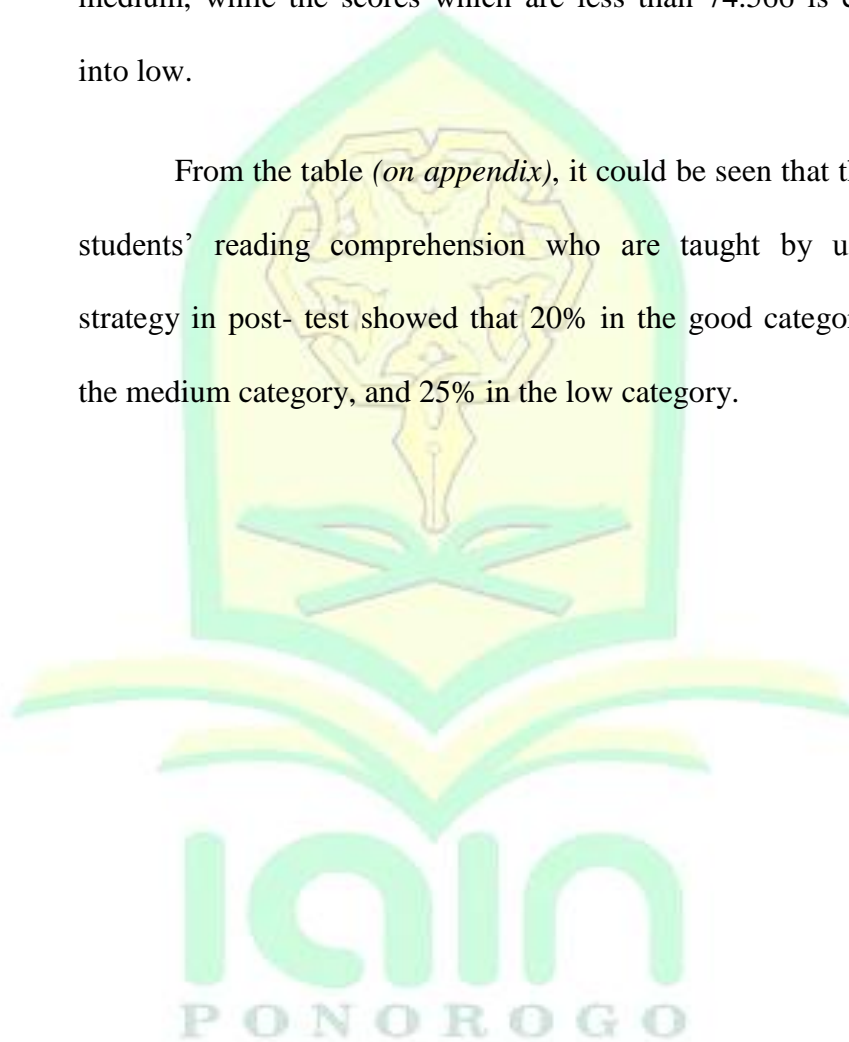
2) Students' Score of Control Class

The table below showed the result of students' reading comprehension achievement for the students who taught by using teacher center strategy (Control Class). In this table, showed pre and post-test score.

Table 4.6
The Students' Reading Comprehension Score for Control Class

No	Name	Score	
		PRE- TEST	POST- TEST
1	Agung Setiana	37	67
2	Aldino Tanaya Bagaskara	57	67
3	Alfia Hilmayanti	40	67
4	Ari Saputra	30	57
5	Choirul Cahyo Widiarto	70	73
6	Desita Sulistiyani	47	70
7	Devano Ilyasa Achma Huda	40	60
8	Dyah Lena Tri Astuti	37	73
9	Evi Eriska Listiani	27	67
10	Faysa May Puspitasi	33	67
11	Irhab Muqsith Arrasyid	70	83
12	Ivan Fachezi Prayuda	47	73
13	Kevin Varengga Effendi	33	70
14	Khoirul Najib	67	70
15	Marlina Lussy Amelia	57	80
16	Muhammad Diska Rifandi	20	63
17	Puspamaya Eka Febriyani	47	70
18	Putri Nur'aini	27	77
19	Rifki Togar Arinata	23	60
20	Riski Prayoga	27	57
21	Sahrul Rahwanto	27	77
Total		863	1448
Mean		41,09524	68,95238

From the table 4.6 *(on appendix 4),* It can be seen that the highest pre-test score in control class is 70 while the lowest pre-test score was 20. Meanwhile, the highest post-test score in control class is 83 and the lowest score was 57. The mean score in pre-test 41.09524 and mean in post-test is 68.95238. The result of students' test of control class will explore clearly on the following table 4.7.*(on appendix)*

From the table 4.7 *(on appendix 4)*, it could be seen that the score of students' reading comprehension was various. There were 4.8% or 1 student got score 20, 4.8% or 1 student got score 23, 19.0% or 4 students got score 27, 4.8% or 1 students got score 30, 9.5% or 2 students got score 33, 9.5% or 2 students got score 37, 9.5% or 2 students got score 40, 14.3% or 3 students got score 47, 9.5% or 2 students got score 57, 4.8% or 1 student got score 67, and 9.5% or 2 students got score 70.

From the histogram *(on appendix)*, it is stated M= 41.10 and SD= 15.508. To determine the category of the students reading

comprehension was good, medium and low, the researcher grouped score using the standard as follows:

1. More than M+ 1.SD (41.10 + 15.508= 56.608) is categorized into good

2. Between M – 1.SD to 1.SDx is categorized into medium

3. Less than M – 1.SD (41.10 – 15.508 = 25.592) is categorized into low

Then, it can be seen that the score which more than 56.608 is considered into good, the score between 25–57 is categorized into medium and if the score are less than 25.592 is categorized into low.

From the table 4.8 *(on appendix 4)*, it could be seen that the score of students' reading comprehension who are taught by teacher center strategy in the pre test showed that 14.28% in the good category, 76.19% in the medium category, and 9.52 in the low category.

From the table 4.9 *(on appendix 4)*, it can be seen the score of students' reading comprehension was various. There were 9.5% students or 2 students got score 57, 9.5% or 2 students got score 60, 4.8% or 1 student got score 63, 23.8% or 5 students got score 67, 19% or 4 students got score 70, 14.3% or 3 students got score 73, 9.5% or 2

students got score 77, 4.8% or 1 students got score 80, and 4.8% or 1 student got score 83.

From the histogram 4.4 *(on appendix)*, it is stated M= 68.95 and SD = 7.081. To determine the category of the reading comprehension was good, medium or low, the researcher grouped scores using the standard as follow:

1. More than M + 1.SD (68.95 + 7.081 = 76.031) is categorized into good
2. Between M − 1.SD to 1.SD x is categorized into medium
3. Less than M − 1.SD (68.95 − 7.081 = 61.869) is categorized into Low

Thus, it can be seen that the score which are more than 76.031 is considered into good, the score between 62 − 76 is categorized into medium, and while the scores which are less than 61.869 is categorized into low.

From the table 4.10 *(on appendix),* it could be seen that the score of students' reading comprehension who are taught using teacher center strategy in post-test showed that 19.04% is good category, 61.90 in the medium category and 19.04% in low category.

C. Data Analysis

1. Assumption Test

a. Normality

Normality test is was to determine whether the data from population normally or not. This test was purpose to analyze whether both groups have normal distribution or not. In deciding the data are in normal distribution or not, the highest value of significance correction is consulted to Kolmogorov-Smirnov table. The data could be normal distributed if the $t_{value} < t_{table}$ and the data not in normal distribution if the $t_{value} > t_{table}$.

In this research, researcher used Kolmogorov-Smirnov formula and the calculation by using SPSS 16 following:

1. Experimental Class Normality Testing

Table 4.11

Experimental Class Normality Testing

One-Sample Kolmogorov-Smirnov Test

		Experimental Normality Testing
N		20
Normal Parameters[a]	Mean	80.25
	Std. Deviation	5.684
Most Extreme Differences	Absolute	.149
	Positive	.149

	Negative	-.132
Kolmogorov-Smirnov Z		.666
Asymp. Sig. (2-tailed)		.767

a. Test distribution is Normal.

In this research, the researcher compared of normality with significant 0.05. The table 4.11 showed that $D_0 < D_{table}$ (0.767<2.10). it means that Do low than D_{table} with the closest kolmogorov smirnov critical points of 20 is 2.10. it could be concluded the data was normally distributed.

2. **Control Class Normality Testing**

Table 4.12

Control Class Normality Testing

One-Sample Kolmogorov-Smirnov Test

		Control Class Normlity Testing
N		21
Normal Parameters[a]	Mean	68.95
	Std. Deviation	7.081
Most Extreme Differences	Absolute	.153
	Positive	.108
	Negative	-.153
Kolmogorov-Smirnov Z		.702
Asymp. Sig. (2-tailed)		.707

a. Test distribution is Normal.

The calculation of normality test above used Kolmogorov-Smirnov test. Table 4.12 showed that the $D_o < D_{table}$ ($0.707 < 2.09$). It was D_o low than D_{table} with the closest kolmogorov smirnov critical points of 21 is 2.09. It could be concluded the data was normally distributed.

b. **Homogeneity Test**

Homogeneity test were used to decide whether a test was homogeneous or not. It was important because the similarity of both groups would influence the result of the test.

In the research, researcher used SPSS 16 for windows with the significance 5% or 0.05. The data could be concluded homogeneous if the $F_{value} < F_{table}$ and the data not homogeneous if the $F_{value} > F_{table}$. The homogeneity tests of the data are presented as follow

Table 4.13

The Homogeneity Test

Test of Homogeneity of Variances

VAR00002

Levene Statistic	df1	df2	Sig.
.775	1	39	.384

From the result of homogeneity test in the table above, it could be seen that the degree of significant based on mean is 0.384. It is low than F$_{table}$. It could be concluded which the data is homogeneouss.

.

2. T-test

In this research, the researcher calculated t-test by using SPSS program to found out if there was significance difference or not. Before calculating t-test, the data should have normal distribution and homogeneity. Post-test of experimental group and control group were normally distributed and homogeneous. The researcher conducted t-test calculation by using SPSS program. The result of the calculation as follow:

Table 4.14

Mean Score of Experimental and Control Group

T

h

Group Statistics

	Class	N	Mean	Std. Deviation	Std. Error Mean
VAR00002	Experimental	20	80.25	5.684	1.271
	Control	21	68.95	7.081	1.545

Based on the data in table above, the result of data analyze showed that the mean score of students reading comprehension who are taught by QAR strategy (Experimental Class) was 80.25. It was higher than the result of mean the score of students reading comprehension who are taught by teacher center strategy (Control Class) was 68.95.

Table 4.15

The Calculation of T-test

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference Lower	95% Confidence Interval of the Difference Upper
X	Equal variances assumed	.775	.384	5.616	39	.000	11.298	2.012	7.229	15.367
	Equal variances not assumed			5.647	37.936	.000	11.298	2.001	7.247	15.348

From the table above, it could be seen that the value of t_{test} is 5.616 and degree of freedom was 39. The value of significance 5% of table of db=39 is 2.023. to interpret the data above, the researcher formulates the test of hypothesis as follow:

Ha   : there was significant effect of QAR strategy for teaching reading comprehension

Ho   : there was no significant effect of QAR strategy for teaching reading comprehension.

The research result shows the value of t_{test} is 5.616 and the value of t_{table} with db= 39 was 2.023. it means that 5.616 > 2.023. Therefore, Ha accepted and Ho rejected. It can be concluding that there was significance differences the students who are taught by QAR strategy and the students who are taught by using teacher center strategy.

D. Discussion and Interpretation

Discussion is used to answer the hypothesis that:

According J. Charles Alderson, reading is the interaction between a reader and the text. Meanwhile, David Nunan state reading is fluent process of readers combining information from a text and their own background knowladge to build meaning. The goal of reading is comprehension.

From the explanation above, it can be inferred that reading is interaction between text and reader also process combining information from the text and their background knowledge.

Question Answer Relationship strategy is effective in teaching reading. Macceca said that question answer relationship (QAR) is approach that gives students and teacher a common language about prior knowledge and question strategies. It is mean the creator argue that student and teacher need to use a common language about reading so that they can more easily discuss the processes involved in listening and reading comprehension during thing-aloud modeling.[72] Here, the students not only answer the text but also can understand the text with prior knowledge.

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[72] Meci Wulandari, *"Teaching Reading Through Combining Mind Eye and QAR Strategy Toward Students Reading Comprehension at Junior High School,"*. Online. Accessed on 29th of November 2017, 11P.M

Question Answer Relationship strategy encourages cooperative relationships among students. This further gives students to read and feel more comfortable to read. On the other hand when students work in small groups, to discuses they received will be maximized. In this way, students also learn to pay attention not only to the intended meaning, but also to the social context of the text. So, in this activity student can increase their confident in learning activities. Meanwhile Corner state QAR is reading strategy in which students categorize comprehension questions according to where they got information they needed to answer each question. Students can answer the question from the text, and from own knowledge.

The last, QAR strategy makes the students actively participate during teaching-learning process. In pre-reading, when the teacher provide the students with question to activate background knowledge in relation to the topic and prediction aimed at motivating students to read, the students are enthusiasm to give response or answer the question varied they have various and different prior knowledge. So, the student become active participation are also hoped can be seen in while-reading and post-reading activity.

The discussion was used to answer the question: Question Answer Relationship is effective used in teaching reading comprehension of eighth grade of SMPN 1 Ngebel in academic 2017/2018. So, the next step is hypothesis test to the data (variable x and y) with interpretation.

Interpretation is consultation between t_t(t-table) and t_o (t-observation).

If t_o higher than t_t ($t_o > t_t$), the result Ho is rejected and Ha is accepted.

If t_o smaller than t_t ($t_o < t_t$), the result Ho is accepted and Ha is rejected.

In the table, that the value of t_o is 5.616 and degree of freedom was 39. For the 5% significance level, $t_o = 5.616$ and $t_t = 2.023$ ($t_o > t_t$), so Ho is rejected and Ha is accepted.

Based on the result above, it can be concluded that ($t_o > t_t$). It means that: there are significance difference score between the students taught by using QAR strategy and not taught by using QAR strategy.
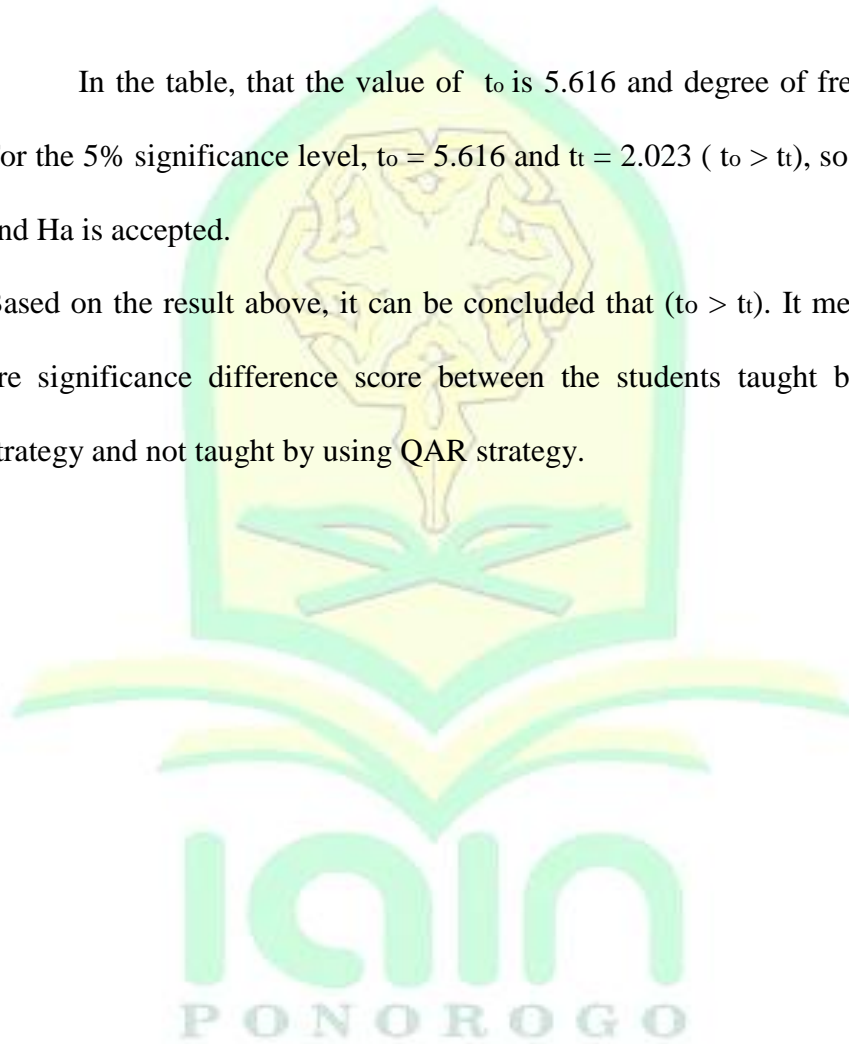
CHAPTER V

CLOSING

A. Conclusion

Based on the result of data calculation on previous chapter, the researcher can conclude that there is difference significance experiment class and control class. The experiment class (VIII E) the average of pre-test 31.25 and post-test is 80.25. The control class (VIII F) the average of pretest is 41.09 and post-test is 68.95.

The use of QAR strategy is also effective to students reading comprehension score. It can be obtained through the calculation of T-test. From analysis data in chapter VI, it conclude that ($t_o > t_t$). As the consulted with 5% significant level with db= 39, it is obtained to =5.616 and t_t= 2.023 so Ho is rejected. It means the using QAR strategy is effective in teaching reading comprehension of eighth grade students of SMPN 1 Ngebel in academic year 2017/2018.

B. Recommendations

After getting the result of the study in this research, the writer would like to give some suggestions, as follow:

1. For the English teachers

   The teachers should be more active, creative, and innovative in teaching reading comprehension. It can start to help their students in identifying the general information, finding specific information, and finding explicit information. QAR strategy can be one of some strategy which is used in teaching reading comprehension, especially of recount text. The strategy is effective to increase the students score and also comprehend the text.

2. For the Students.

   In the classroom students must be active and creative. The students should have motivation to increase their knowledge more and more, especially in English learning process. QAR strategy is one of strategy which is can make the students active, creative, confident and also easily to comprehend the text.

3. For the further researchers

   The researchers hopes that this result of the study can be useful for the other researchers as the basis to conduct a further research in teaching reading by using Question Answer Relationship strategy.

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